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THIRD LANGUAGE STUDY IN THE SECONDARY SCHOOLS, REPORT NUMBER THREE OF THE MODERN LANGUAGE COMMITTEE (ONTARIO). (TITLE SUPPLIED).

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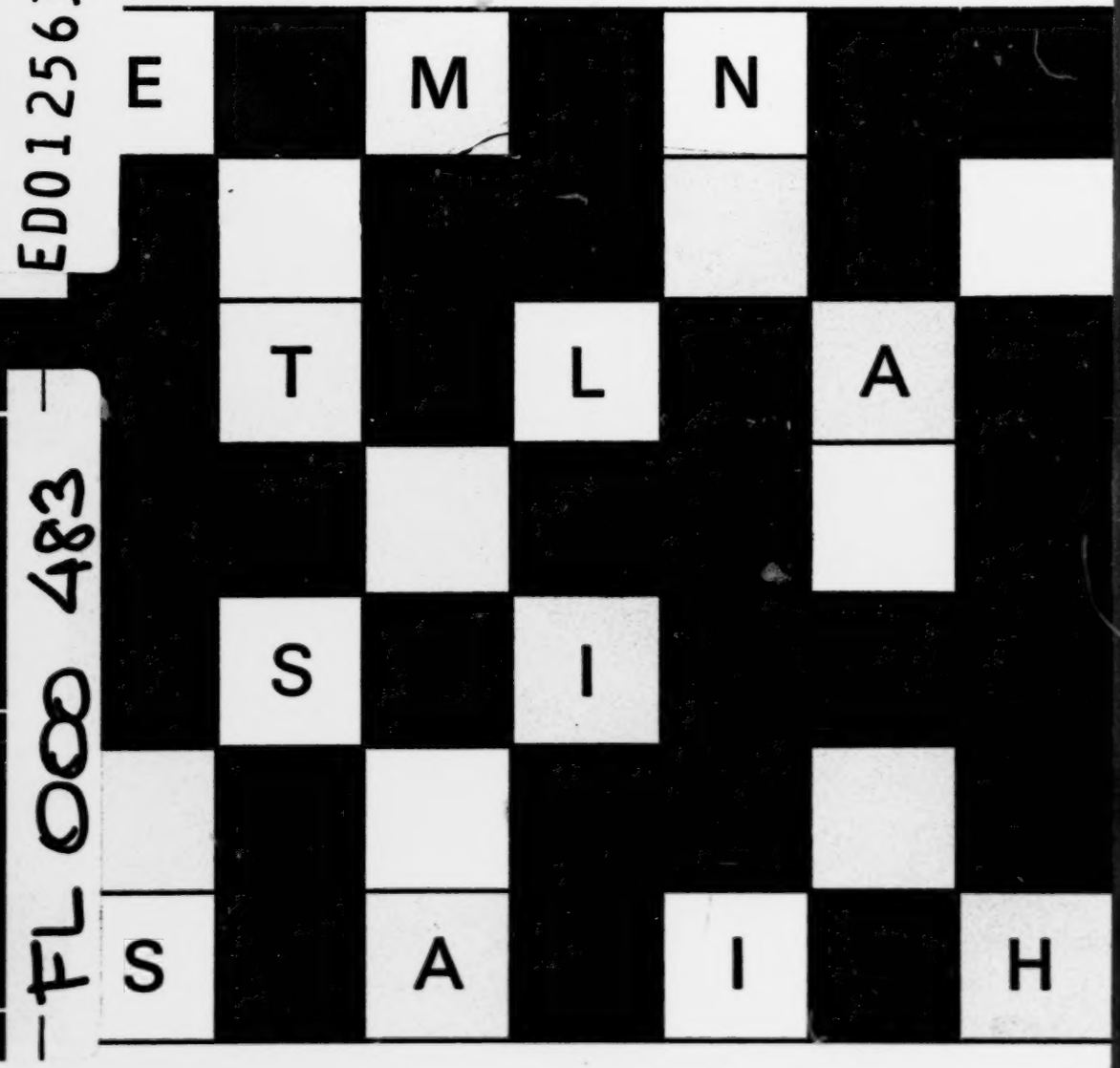
A SUMMARY IS GIVEN OF EVALUATIONS MADE BY FOUR CURRICULUM COMMITTEES OF THE GERMAN, ITALIAN, RUSSIAN, AND SPANISH PROGRAMS OFFERED IN ONTARIO SECONDARY SCHOOLS. FOR EACH LANGUAGE, AN OUTLINE OF THE SPECIAL PROBLEMS PERTAINING TO THE PARTICULAR LANGUAGE, AN ASSESSMENT OF THE LATEST TEACHING AIDS, MATERIALS, AND METHODS, AND AN OUTLINE OF A PROPOSED FIVE-YEAR SEQUENTIAL COURSE OF STUDY ARE PRESENTED. FINALLY, THE RECOMMENDATIONS FOR BRINGING ABOUT THE NEW PLANS ARE STATED. APPROPRIATE TEXTS FOR ALL OF THE LANGUAGES EXCEPT GERMAN ARE DISCUSSED AND EVALUATED. (OC)

ONTARIO CURRICULUM INSTITUTE

Third Language Study

In the Secondary Schools

REPORT NUMBER THREE OF THE MODERN LANGUAGE COMMITTEE



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Third Language Study in the Secondary Schools

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ONTARIO CURRICULUM INSTITUTE

Third Language Study
In the Secondary Schools

REPORT NUMBER THREE OF THE MODERN LANGUAGE COMMITTEE

The present report has been published and distributed by the Ontario Curriculum Institute to promote frank and full discussion of the issues raised. It must be clearly understood, however, that the study committee (the members of which have been listed) is alone responsible for the material presented and the view expressed. Neither the Ontario Curriculum Institute nor any of the bodies represented on its Board, nor indeed any member of the Board personally, is necessarily in agreement with all the findings. On the other hand, the Institute is convinced that the report is worthy of publication and consideration, and heartily recommends it as a responsible piece of research which should do much to open up new vistas and advance the cause of education in which we are all so vitally interested.

August 1965

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Ontario Curriculum Institute

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July 1965

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Introduction

This report was prepared by the Modern Language Committee of the Ontario Curriculum Institute and is largely based on reports submitted by the language sub-committees appointed by the Institute. The present report differs in a number of respects from those prepared by the sub-committees. There has been elimination of detail, reorganization of topics and, in some cases, rephrasing of recommendations. The aim of such editorial treatment has been to ensure that the proposed programmes of instruction are consistent with the general framework and principles recognized by this Committee for modern language teaching.

Although the report deals with the programmes of instruction for four different languages, there are a number of striking points of common agreement. For example, there is universal dissatisfaction with the present conditions in Ontario for third language teaching. This dissatisfaction stems from the apparent fact that the aims and objectives of third language programmes are being determined more by external factors, such as the nature of the Grade 13 examinations and the authorized texts, than by the intrinsic values of the languages themselves. These misguided aims have resulted in totally inappropriate teaching methods and course content.

The report which follows will make far-reaching recommendations for change. The central theme of these recommendations will be found in an emphasis on the communicative value of languages, and the ways and means through which language skills can be achieved.

German

During the winter of 1964-65 two sub-committees drew up reports on German in the secondary schools of Ontario. One was asked to review the immediate problems in the field and the other drew up suggestions for a five-year sequential programme. These reports were discussed thoroughly by the Modern Language Committee and form part of the following composite report. The originals are on file in the office of the Ontario Curriculum Institute.

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I: Assessment of the Present Situation

1. DIFFICULTY OF THE GERMAN COURSE

A large number of students (up to 60 per cent. in some schools) discontinue the study of German after the second year of a three-year programme, or after the third year of a four-year programme in favour of some other course, usually because of the pace and pressure of German in all grades. Students find that the German course entails more frustrating drudgery than others, and brings less satisfaction and less enjoyment of the living language. Students in their last year of German, who are preparing themselves for the Grade 13 Departmental Examination, spend up to two hours per night completing their homework for the next day's German lesson, a demand on their time that is out of proportion with that made by their other subjects.

The lack of a uniform grammar text and a basic word list for Grade 13 is another difficulty. Students are inevitably examined on a certain number of words or idiomatic expressions which they have not met before. For the Grade 13 Examination, students must have not only a thorough knowledge of synonyms, antonyms, idiomatic uses of prepositions and such grammatical constructions as the use of modals, participles, subjunctives, and difficult word order, but also certain esoteric idioms.

These difficulties are directly responsible for the unusually high number of students discontinuing German or not even beginning the study of the language. Principals of schools are sometimes hesitant to begin a class for students of German, because they know that an enrolment of twenty to thirty in the first year will mean an Upper School class of no more than eight to ten. In some centres students are asked to transfer to another school if they plan to take German.

The difficulty of the present course limits the time that can be spent on oral practice. The wealth of idioms and the quantity of grammar to be covered in a relatively short span demand that most of the time be spent on translation exercises or the teaching of grammatical structures. In schools offering a three-year programme, teachers might not have time for Authors work during half or nearly all of the first year, at the most one or two periods a week during the second year, and two or three periods a week during the last year. As a result, the oral proficiency of most students is very limited, even after they have successfully completed the written Grade 13 Examination set by the Department of Education. This Committee recommends that the German course be brought in line with today's trend towards a more oral approach to modern languages. We feel that such a course would be more satisfying to the student and his needs, and

that a greater number would begin the study of German and continue it to the Upper School level.

Although the present course in German as outlined in Curriculum I. and S.15 was originally meant to be covered in four years, the length of the course has now generally been telescoped from four to three years. There is a complete lack of uniformity throughout Ontario as to the length of the course and the grade in which it is introduced. Some schools begin the study of German in Grade 10 and finish in Grade 13 (although that is now rarely the case); others begin in Grade 11 and finish in Grade 13; still others begin in Grade 10 and finish in Grade 12 with students writing the Upper School Examination at the end of that grade. Such a diversity creates a great deal of confusion. Students transferring from one school to another find themselves one year behind and must either catch up after school hours or give up German. It also creates a very unfair situation which puts the students of a three-year course, writing the same examination as those of a four-year course, at a definite disadvantage.

For the sake of both student and teacher we feel strongly that the course time should be lengthened to at least four years, and preferably to five. There should also be more uniformity in the length of the course, the number of periods per week allotted to it, and the level at which it is offered. Moreover, it should take its place in the curriculum as a true option.

2. A SPECIAL PROBLEM

In some areas of large urban centres and in some communities in Ontario where a large section of the population has a German background, many students beginning German are already orally proficient in it. It is very difficult for the other students when fluent German-speakers are in such numbers that they dominate the class. The standard in the daily classroom work is automatically raised to hold the interest of the orally proficient students. It is practically impossible for the teacher to deal with these two very separate levels of proficiency at once. In areas where these students are in the minority this problem can be solved by wise time-tabling by the principal, or by acceleration.

3. THE PRESENT GRADE 13 GERMAN EXAMINATION

The increasing difficulty of the Upper School Examination in the past few years has had a discouraging effect on students wishing to continue the study of German. Although some might argue in favour of setting difficult examinations since in many cases only the better students choose German, this practice is hardly fair to students of average ability. They, too, should have the opportunity of studying a language in Grade 13 in which they will have as good a chance of passing as in any other subject. There are

fewer students than ever taking German in Grade 13 now that Ontario Scholarships requiring an average of 80% have been introduced. Students are choosing subjects in which they feel it is easier to get a high mark.

The Grade 13 German Examination has not changed much in overall format during the past twenty-five years, but before the year 1942 it was relatively easy and could have been written by students after three years of study. Over the years the examinations have increased in difficulty. Requirements have suddenly appeared, often with no previous warning to teachers to prepare their students for them. In 1942 an essay in German was required; by 1946 idiomatic expressions were to be used in sentences to bring out their meaning clearly; a group of sentences in the active voice were to be written in the passive; in 1949 the vocabulary of the sentences and the prose was taken from the Authors text but was still relatively simple; a question on stressed and unstressed syllables appeared for the first time. For several years students had to write a précis in German. In comparison with the sentences in 1949, those in 1961 were much longer and the prose passage for translation into German was one-third longer and much more difficult. A far wider knowledge of German was necessary than previously, but most students were writing this examination at the end of three years of study instead of four. In the Authors examination in the past few years questions have often demanded a great deal of petty detail. The wording of some questions has sometimes been unnecessarily complex. The sight passages have become long and more intricate and have been poorly answered as a result. Students of German are expected to write a poem from memory and to punctuate it correctly. This is of questionable value in itself, but in practice it ensures that most pupils lose the maximum of marks allotted for punctuation.

Rather typically, a large number of German-speaking students write the Grade 13 Examination and their high performance has sometimes been made the pretext for revising the marking standards. This is very unfair to the student of non-German background, and penalizes him for taking German.

II: The Present Course

In I, 1, above, we recommend the lengthening of the German course to at least four and preferably five years. There are strong reasons against merely stretching the present course out for an additional year or two. It is clear that the gramn s now authorized assume an essentially traditional method of language teaching, with high emphasis on the complex skill of translation.

In the field of Authors there has been a shifting of level of difficulty that makes consistency of results almost impossible. If we examine the prescribed texts for Grade 13, we find that approximately ten years ago they suddenly became more difficult at a time when German was being telescoped from a four-year course to a three-year course in many schools. The great need is for a consistently planned course based on appropriate materials.

III: A Proposal for a New Type of Course

This Committee feels that the aim of the High School German Course should be the development of the four language skills: comprehension, speaking, reading and writing. It has been found generally, by linguists as well as psychologists, that a carefully planned programme based on an aural-oral approach succeeds in teaching these skills far more efficiently than the grammar-translation method that has been in use for so long. Recognizing that piecemeal efforts will not answer the need, we recommend a thorough-going change to a five-year sequential programme of a modern type, where the teaching is reinforced by recordings, filmstrips, tapes and language laboratory equipment where possible.

Various programmes have been found effective elsewhere. A carefully graded audio-visual method, *Deutsch durch die a-v Methode*, has been developed by the Research Centre of the Ecole Normale Supérieure at Saint-Cloud, and is available from Marcel Didier (Canada) Ltd., Montreal. This method employs colour filmstrips which have proven teaching advantages.

In such a course, reading selections are introduced only after the student has acquired the vocabulary and structures with which he will be confronted. Dictation is introduced scientifically at the optimum time, as is free composition. Through the native voices with their characteristic intonation heard on the tapes and the gestures and mannerisms observed on the filmstrips the foreign environment is created in the classroom. Students are led gradually to express their own thoughts correctly in the foreign language through their verbal acquisitions. The transition to the written language has also been scientifically designed to become as natural a process as that of acquiring the spoken language.

There are also two sequential courses of the so-called audio-lingual type available: one, entitled *A-LM: German*, consists of three levels. It was prepared by the Modern Language Materials Development Center in New York, and is available from Longmans Canada Ltd.; the other, entitled *Deutsch: Verstehen und Sprechen*, consists of four levels, three of which are now available from Holt, Rinehart and Winston. It was prepared by

Rehder, Thomas, Twaddell and O'Connor. One of these three courses would correspond to our recommendation, and student materials and tests are readily available.

There are also two other methods that are a compromise between the older and newer approaches. *Deutsch für Ausländer* by Herman Kessler is an inexpensive method consisting of three levels, but as yet not all materials are available for the second and third levels. In this course, there are no translation exercises. It is taught entirely in German with colourful wall charts to introduce the structures and vocabulary. Then the students proceed to reading and writing. The first level of this course requires about sixty hours of class time. The reader for the first level contains interesting and amusing anecdotes which the students retell from the point of view of the various characters, both in the present and past tenses. The course is available from the Verlag für Sprachmethodik in Königswinter, Germany.

Another course of this type, which is more fully developed, is entitled *Deutsche Sprachlehre für Ausländer,* by Schulz and Griesbach, published by M. Hüber Verlag, Munich. It consists of two parts. There is an excellent teacher's handbook (Lehrerhandbuch) for Volume I, which includes a complete lesson plan for each chapter, detailed instructions on how to teach the lesson, how to integrate the illustrations and photographs, a good review and sample examinations. These texts are completely in German, and a lesson-by-lesson German to English vocabulary is supplied. Accompanying drill tapes, tape and disc recordings of the pronunciation exercises and reading selections, as well as coloured slides, are available. A teaching guide and glossary for Part II are forthcoming.

The advantage of the *Deutsch durch die a-v Methode,* the *A-LM* or the *Deutsch: Verstehen und Sprechen* methods mentioned above is that they are based on scientific studies of the learning process as well as the relative frequency of structures and vocabulary. They are laid out in practical stages or levels which the teacher can follow easily in the classroom. They are entirely aural-oral in the initial stages, presenting authentic native voices to the learners, and teaching by means of dialogue repetition to the saturation point, or "over-learning", as it is called. Various structure drills give practice in pattern substitution, re-statement, expansion and response. A natural progression is maintained through hearing to speaking to reading the new language. Creative use of the language can be extended to include writing by such stages as the following:

(1) The student builds a sentence from its component parts, e.g. wiederholen, Lehrer, Aufgabe; verbessern, er, Wort; erklären, er, Regel.
(2) Gradually fewer of these parts are supplied until only (a) the nouns or (b) the verbs are given, e.g. (a) Hans, Blumen, Schwester, Geburtstag, (b) feiern, einladen, tanzen, sich, unterhalten.

(3) The next logical step is the creation of a narrative from a picture or skeleton outline:

e.g. Schreiben Sie über Ihre letzte Reise!
Denken Sie an folgende Punkte!
Grund der Reise, Vorbereitungen, Abfahrt, Fahrt,
Ankunft, Aufenthalt, Rückreise.

The wealth of linguistic, pictorial and literary illustrative material gathered together in these methods is all authentic and has been found very attractive to students where it has been used. The culminating effect is that they absorb, without external pressure, a certain amount of the atmosphere and feeling of the foreign civilization along with the language. It is then neither necessary nor desirable to lecture explicitly on German culture and literature.

IV: Outline of a Five-Year Sequence

We recommend a course of one period a day from Grade 9 to Grade 13, entirely without the use of explicit grammar explication, and with very little translation.

FIRST YEAR

For the first half-year aural comprehension and oral response are aimed at, using scheduled pattern practice with basic dialogue, taped material with and without pauses, and songs. Students over-learn the material. In the second half of the year they are introduced to the printed form of the language by means of the same material. Student workbooks are available in most of the methods recommended. Inside the limits set, the students will be mastering the basic grammar of the language, such as use of articles, gender and number and verb agreement.

SECOND YEAR

Maintain and develop the oral competence so far achieved with further pattern drill, conversations and check questions. Develop reading skill by means of attractive, simple but not childish material in the text accompanying the method, usually richly illustrated and supplied with maps. Cultural awareness germinates. Begin to develop writing skill with simple dictations of known material. Extend reading experience by supplementary texts of an appropriate level of difficulty. At the end of this year, students should have practical mastery of the basic grammar and some ability in expressing themselves.

THIRD YEAR

Maintain and develop oral competence, extend the reading skill with articles of various kinds of contemporary appeal – on scientific subjects, the arts, entertainment, travel, as supplied in the basic text. Extend writing skills by such means as those outlined in the preceding section. Supplementary reading and films in the language can be introduced for enrichment.

FOURTH YEAR

Further practice in dialogue drills leads to increasing independence and a level of conversational competence within the carefully set vocabulary and structure limits. Selections for intensive reading can be drawn from material fairly close to contemporary life, as presented in the basic text, and supplemented at the teacher's discretion. Approximately one hundred pages of intensive reading can be aimed at, supplemented by another hundred pages of outside reading.

FIFTH YEAR

Assuming that an advanced level of German is introduced in a modified Grade 13, we recommend a course of two periods a day for German at the A level. The various methods that have been reviewed and recommended above are geared for a four-year sequence, so the first aim of the fifth year course will be to maintain and develop the level of skills achieved. Pattern practice and conversation can become more complex and sophisticated, the active vocabulary should be extended to approximately two thousand words by the end of the year. The emphasis in reading material will be on literature – plays, narrative, poetry – but characteristic non-literary matter should not be excluded. Practice in writing should continue and a limited number of hours may be devoted to the complex art of translation. The fifth year can be considered as preparation for a university course such as Modern Languages, but it ought also to be looked on as valuable in its own right in offering the student a deeper understanding of an important part of the world in which he lives.

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The implementation of this recommendation will make it necessary to make short training courses available to German teachers in the methods of audio-lingual teaching with the aid of tapes and records. The oral fluency demanded of the teacher makes it highly desirable that a prospective Type A teacher of German should be required to spend a year in the

milieu of the spoken language before entering on a teaching career. We recommend that funds be made available for this purpose. We also feel that teachers should be helped financially to renew their contacts in summer visits to the language milieu.

V: Examinations

In Section I, 3 above, we looked at some of the difficulties of the present Grade 13 Examination. Bearing in mind our recommendation of a new type of course for the High Schools, it is clearly necessary to re-open the whole question of examining. Right from the beginning of the recommended programme, the testing and examining must reflect the essential aural-oral character.

For over thirteen years aural testing (in the form of a dictation on a record) has been part of the Grade 13 French Examination. This was supplemented in 1964 by an aural comprehension test. All the aural-oral work done in the German course and the fluency acquired by the student must seem useless to him since, as yet, aural testing plays no part in the Upper School German Examination. Until now only the written questions on stressed and unstressed syllables and long and short vowels have tested pronunciation. This committee recommends strongly that an aural test be made a part of the examination. There was no unanimity as to the value of a passage of dictation, but all members agreed that a short paragraph read orally with questions based on the content, tested by objective-type questions, would serve the purpose. Ultimately testing by oral interrogation would be ideal. This could be done by one or several itinerant inspectors or retired teachers who were native speakers, to test reading and pronunciation as well as comprehension.

Translation has now been recognized as a separate and complex skill, and it can not be used at all for examination purposes in the new scheme. There are essentially t[illegible] things to take its place. First of all, there is a considerable body of literature devoted to the preparation, administration and marking of aural-oral examinations in the skills of reading and listening comprehension, and the indications are that it is no more difficult to carry out, nor even more time-consuming to mark, than current examinations. And there is this great advantage, that the students will be covering a limited amount of material and can be examined precisely on their showing inside the set limits. There will be no reason, in principle, why a student should not obtain as good a mark in German, say, as in Science or Mathematics, a great contrast with the present unfair situation.

We recommend, without reference to major revisions, that the German

Grade 13 Examination immediately be brought up to the level of the present French Examination. But with the completely new type of Grade 13 course an entirely new and appropriate examination will have to be introduced. It is our view that the examination has a tendency to determine the method and content of the course, and that it must be dealt with as an integral part of the proposed change.

VI: Recommendations

The Modern Language Committee requests that the Board of Governors of the Ontario Curriculum Institute forward the following recommendations to the appropriate bodies:

IMMEDIATE

(a) That the Department of Education standardize the present teaching of German so that no fewer than four years are spent on the course, preferably Grades 10 to 13.

(b) That a detailed list of topics for a four-year German course be prescribed in Curriculum I. and S.15, giving the sequence and the amount to be covered in each grade.

(c) That, in the Grade 13 Examination, less emphasis be placed on translation, and aural comprehension testing be introduced to correspond to the emphasis now laid on this aspect of language learning.

BASIC PROGRAMME REVISION

(a) That a five-year sequential programme be taught at least one full period daily from Grade 9 through Grade 13. The Sub-Committee is in strong agreement with the recommendations made by last summer's Modern Language Committee (*Interim Report No. 2*, p. 29).

(b) That the first four years of this programme be carried out according to the aural-oral principles exemplified by the *Deutsch durch die Audio-Visuelle Methode*, by the *A-LM German*, the *Deutsch Verstehen und Sprechen, Deutsch für Ausländer* or the *Deutsche Sprachlehre für Ausländer* methods. A new Grade 13 course should be set up to follow this, and in the event of a shift to the General and Advanced Levels system, this should be an advanced course with two periods daily. This recommendation is directed to the Curriculum Branch of the Department of Education for action.

(c) That examinations be seen as an integral part of the course and be adapted to the new methods. In the case of German, because of the

relatively small numbers of Grade 13 candidates and their concentration in the larger centres, it is entirely feasible to carry out oral examining by means of itinerant examiners from the Department of Education.

(d) That the prospective teacher of German, because of the great need for fluency on his part, be urged and enabled to spend a year in the milieu of the spoken language before beginning to teach.

Italian

This sub-committee, consisting of five members appointed by the Ontario Curriculum Institute, was entrusted with the task both of examining and reporting on immediate problems of the present condition of Italian in Secondary Schools and of presenting suggestions for a five-year sequential programme.

SUB-COMMITTEE MEMBERSHIP

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Members:

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Grace Street School, Toronto

Mrs. Maria Cosso
Social Worker, Toronto

Mrs. Sophia Glinski
St. Mary's Academy, Windsor

Mr. Anthony Mollica
Welland High and Vocational School, Welland

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I: Current Status of Italian

ITALIAN AND THE ITALIAN COMMUNITY

The cultural benefits derived from the study of a foreign language and the degree to which such study contributes to international understanding are well known. This statement is as true for Italian as for any language. There are, however, additional cogent reasons for more widespread study of Italian in Ontario.

The Italian community is large in terms of numbers (200,000 in Toronto alone) and is growing even larger as an economic and political force. The integration of this group has been slow. That such is the case is understandable. When a child of an Italian family comes to a large Anglo-Saxon city such as Toronto, he feels absolutely lost because of the difference in customs, social background, and way of life between his own family and the community in which he has come to live. His parents speak Italian dialect but, because the parents are often uneducated people, they lack the ability to teach their children standard Italian, much less speak to them of Italian culture.

The child then goes to school and there he quickly develops feelings of inferiority because of his Italian background. He often attempts to hide his origin by learning English as quickly as possible and by avoiding use of his mother tongue. But because of strong family ties, the child's attempts at complete integration bring him into conflict with his parents. The result, of course, is that such a child has not been completely successful in becoming a member of the English community and therefore regards himself as a second class citizen and at the same time he has alienated himself from his parental community.

It is clear that difficulties of this nature, together with a lack of genuine communication between the Italian and non-Italian citizens, can be attributed to a large degree to linguistic barriers. If more people, of both Italian-speaking and English-speaking origins, learned Italian, a significant contribution to the destruction of such barriers would be obtained. In addition, placing Italian on an equal footing with other languages in school curricula would contribute materially to lessening the feeling of inferiority connected with speaking that language.

The Committee feels that even though these suggestions and evaluations are more directly concerned with the problem of conservation, they are problems which both students and educators must face. It is the Committee's belief, therefore, that students of Italian extraction must be encouraged to study the language of their ancestors. The aim of this study should not be considered as conservation, but as a means to broaden their outlook and to give them an insight into their parents' way of life. And, of course,

similar benefits would derive to those students who are not of Italian extraction. The exchange of ideas among these young people would be of invaluable benefit to the growth of Canada.

PRESENT ITALIAN INSTRUCTION IN SECONDARY SCHOOL

In dealing with this topic, the Committee found itself in a somewhat limited circle of reference due to the almost negligible study of Italian in the Province of Ontario. Nevertheless, there are existing conditions which, the Committee feels, are totally inadequate for a study of Italian, or, for that matter, for the study of any language. The Committee, then, felt compelled not only to enumerate these conditions but also to offer some solutions and recommendations.

In some schools, Italian is being taught as an extra during the lunch hour, early in the morning or after four. These conditions obviously are not conducive to good learning. Furthermore, it is the tendency of a few schools to offer Italian to one group made up of students of the three branches. These students are being taught at the same time. Understandably enough, after a month or so, the majority of students in the Science, Technology and Trades Branch and the Business and Commerce Branch, not having any other language background, discontinue the course.

The Committee is aware of specific examples where Italian is not being introduced as part of the regular time-table because of problems in scheduling. Furthermore, the merits of the Italian language are virtually unknown to many educators, and the public is not aware that Italian is authorized as an option for the secondary school curriculum.

Curriculum I. and S.15: *Courses of Study and Book List, Grades 9 to 13, Intermediate and Senior Divisions, Modern Languages* issued by the Department of Education lacks the *List of Grammatical Topics and Idioms* for Italian which is available for French, German and Russian. The course of study for Italian, if such it can be called, is outlined on one page along with German, Spanish and Russian. The book list is outdated. The Committee has attempted to obtain some of the titles, but found it difficult to do so. Whereas both French and German have a list of reference books for the teacher, Italian lacks this list.

In order to determine the extent of some of these problems, information was obtained from some high school principals and from one University Italian Department.

(i) *Principal's Report*

The following is a summary of the responses to a questionnaire on the problems involved in introducing the teaching of Italian into the high schools of Ontario. The questionnaire was sent to principals of various

high schools throughout the province. Although only fifteen replies were received, the Committee thought that the replies to this questionnaire would give an insight into the principals' viewpoint of introducing Italian to the regular time-table.

Ten of fifteen principals reported that the introduction of Italian into the curriculum would not create any administrative problems. The administrative problems reported by the remaining five principals were: (1) no qualified teachers of Italian, (2) further fragmentation of classes by introducing Italian along with French, German, Latin, Spanish.

Only three of fifteen principals stated that there was a practical need for the teaching of Italian in their communities.

Three principals reported that a substantial number of pupils have asked about Italian being offered in the curriculum.

Thirteen of fifteen principals said that they knew of no qualified teachers of Italian.

All fifteen principals would restrict the teaching of Italian to the Arts and Science Branch.

Nine principals would prefer a three-year course, Grades 11, 12 and 13. Four would prefer a five-year course. Two had no comment on this question.

Since the majority of principals anticipated no administrative problems connected with teaching Italian in high school, the Committee felt that Italian should be given equal place with French and German as an option in Grade 9 in the regular time-table.

(ii) *University Italian Department Report*

The Committee forwarded a letter to Professor G. L. Stagg, Chairman, Department of Italian and Hispanic Studies, University of Toronto. The Committee, in response to their request, received a report from the Department of Italian and Hispanic Studies at the University of Toronto, commenting on the existing Italian curriculum in the high schools in the Province of Ontario.

The following are excerpts from the report:

1. The present curricula are in urgent need of reform. The high schools, with a few exceptions, do not at present produce graduates with any well-developed language skills. There seems to be confusion as to what the curricula could and should attempt to do, and as to the methods to be employed. The Grade 13 Examinations make confusion worse by their insistence on questions that are, in part at least, irrevelant to the testing of the candidates' linguistic skill or literary appreciation or even general intelligence.
2. The curricula should pose carefully delimited aims, and every attempt should be made to realize those aims thoroughly and completely.

3. If students are to graduate with any worthwhile facility in the foreign language – and this must be set as a primary objective – a five-year programme must be regarded as essential.
4. The present neglect of the oral language must be remedied. Graduating students should be able to understand the foreign language spoken at normal speeds on normal subjects, and to demonstrate considerable fluency in the language. Aural-oral training should be emphasized from the outset. The Grade 13 Examination should attach importance to the testing of the oral use of the language.
5. To prepare teachers for a more active aural-oral programme, the Department of Education should be urged to support, financially and otherwise, courses in modern audio-lingual teaching methods.
6. The Grade 13 Examination in Italian should be progressively and completely revised so that, after a transitional period, the examination would be based 50 per cent. on written work and 50 per cent. on aural-oral work.

For further details of and comment on the foregoing report see the chapter entitled Spanish.

II: A Proposed Programme

AN ORAL APPROACH TO THE TEACHING OF ITALIAN

The aim of an oral-oriented programme is to teach the student to speak Italian as fluently as possible. This oral communicative fluency provides the best possible base for study of the reading and writing aspects of the language.

In carrying out an oral programme, the instructor should bear in mind the following:

1. The spoken subject matter should have an intrinsic interest and should be related to present or potential student experience.
2. The use of English in the Italian classroom should be kept at a minimum. Classroom routine should be conducted in Italian. English should be used only when absolutely necessary.
3. Visual aids, such as slides, filmstrips, charts and model costumed dolls, should be employed to teach and drill vocabulary and to promote conversation in Italian. These help to avoid the use of English.
4. The cultural aspect of Italian should be integrated with the linguistic aspect.
5. Grammar should be learned as structural patterns of the language, with a maximum of drill to automatize responses and a minimum of theoreti-

cal explanation. Some students insist on knowing why a certain expression is said in such a manner. In this case, the instructor could give, if he so wished, a detailed explanation.

6. Students should be made to realize that some English words can be made Italian by a slight change in spelling. If properly used, this may be a powerful method to increase the student's vocabulary.
7. Instructors should make sure that expressions learned by the student are Italian and not translated English expressions as we find, unfortunately, in some texts.

FIVE-YEAR SEQUENTIAL PROGRAMME

It is agreed that one of the main purposes in teaching a language is to develop the ability to communicate in that language. For the fulfilment of such a purpose the existing conditions for Italian teaching are not adequate. A teacher cannot do justice to a language in three years. If we maintain the *status quo*, students will not be able to carry out even the simplest conversation. They will not be the least acquainted with Pirandello or Moravia. In a world of travel and fast communications these same students in later years will go to Italy and feel completely alien.

A five-year course, we feel, would give a teacher enough time to develop an extensive oral programme which would include oral communication between teacher and students, well prepared oral examinations, brief oral reports, memorization and recitation of prose and poetry. Such an oral programme would not only induce fluency in the language but also force the student to think in the language.

The following is a broad outline of a course of study for a five-year sequential programme:

First Year: Grade 9

Two to three weeks at the beginning of the year should be spent on conversation only. This will enable the student to appreciate the phonetics of the language and acquire useful expressions. This programme would be gradually enriched through the use of slides, filmstrips, films, recordings and popular songs. At this time grammar would be incidental but there should be conscious effort to have the students learn the basic structure of the language and four or five basic tenses by the end of the year. Also, toward the end of this first year some written work would naturally emerge from the oral material.

Second Year: Grade 10

In the second year, there should be a pronounced reduction in the oral work even though the aim in this particular year is still to teach oral skills

and communication; grammar now becomes a more dominant factor. Indeed, by the end of Grade 10, more basic constructions and all the tenses of the indicative and the imperative should be taught.

Authors should not be attempted, but short reading lessons can certainly find a place in the Grade 10 course.

Third Year: Grade 11

By the end of Grade 11, all the basic grammar should have been taught. A fine blend of oral work and grammar should be retained. Indeed, Grade 11 is the grade where a more mature and sophisticated approach to oral work can be used.

The study of Authors should be begun in this grade and be kept simple but interesting. Anecdotes, stories with a simple plot, and short poems could make up this study.

Fourth Year: Grade 12

In the fourth year, the finer points of grammar should be taught as part of the oral programme.

A regular Authors study should be begun in Grade 12; that is, it now becomes an intensive study rather than the simple extensive study of Grade 11. A specific text should be used.

Supplementary reading should become an integral part of the course.

Fifth Year: Grade 13

By the end of Grade 12 and in Grade 13, students should be able to converse somewhat fluently. Simple oral compositions should be emphasized.

In this final year, all the grammar should be reviewed. Teachers should stress the use of idiomatic expressions and aim for polished language.

The Committee feels that in the first term excerpts from an anthology could be used. Later a play or novel could be studied. Supplementary reading should be doubled.

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If the Department of Education continues to offer a three-year programme, it should follow the general plan which has been presented for a five-year sequence. Given only three years, however, such a shortened course would necessitate much more limited aims and objectives. Ordinarily, one could not hope that a three-year programme would result in the student's obtaining communicative fluency.

EXAMINATIONS

Oral Testing

In a programme of studies which has an oral base, it is obvious that examination of oral proficiency is an absolute necessity and, at the present, given the relatively small number of students studying Italian, it is a distinct possibility.

With reference to this topic, the Committee decided on the following suggestions:

1. That in a five-year sequential programme, oral testing from Grade 9 to Grade 12 be done by individual teachers. Testing should be done during the last term of each grade and should not last more than ten to fifteen minutes.
2. That in Grade 13, a fifteen-minute oral examination be conducted by either the individual teacher or a committee of two or more teachers appointed by the Department of Education. The examiners could travel from school to school. Alternatively, teachers could act as examiners on an exchange basis.
3. That the oral testing consist of:
   (i) Questions based on a passage read orally by the student.
   (ii) Discussion of topics which will require the use of everyday idiomatic expressions.

Written Examinations

Written examinations should be in keeping with the philosophy that Italian will be taught to achieve communicative fluency. They should emphasize the use of connected discourse and self-expression.

TEXTBOOKS AVAILABLE FOR THE STUDY OF ITALIAN

The Committee examined and made a detailed review of various grammars, authors texts and conversational texts which are available through Canadian publishing houses. Those found to be satisfactory are listed together with comments on their strengths and probable uses. The Committee found a number, including some authorized for use in Ontario schools, to be unsatisfactory either because they were childish in content or out of date, and these are simply listed as not recommended.

Recommended Texts

Two programmed series of texts and materials have recently been made available for Italian. These are the St. Cloud method published by Chilton Books, Philadelphia, and the A-LM Series available from Longmans Can-

ada Ltd. As yet both these are incomplete but when they are published in full they should be considered for use in the proposed five-year sequential programme.

(a) GRAMMARS

Russo, Louis Joseph. *Present Day Italian.* D. C. Heath and Co., Boston, 1947, pp. 518. (Available from Copp Clark, Toronto)

This text, consisting of forty-two lessons, surpasses all other texts by the same author. The book is divided into seven parts. Part I: a scuola; part II: a casa; part III: in citta; part IV: in campagne; part V: in viaggio; part VI: in Italia—dalle Alpi a Roma; part VII: in Italia — Roma, Napoli e la Sicilia. It contains forty good *dialoghi pratici*, three examples of *lettere private* and three of *lettere commerciali.*

There are sufficient exercises to drill the points of grammar. The vocabulary is varied as shown by the various sections and one concludes that at the end of the course the student is thoroughly familiar with both a good knowledge of grammar and a good conversational vocabulary.

Obviously this is a two-year text and a very good one indeed. Each lesson has a *lettura* and at the end a proverb. There are three to four exercises in Italian to drill the grammar rules taught and two exercises to be translated into Italian. There are also limited but effective illustrations of Italy.

The text plunges into the explanations of grammar. There is no introductory chapter dealing with pronunciation and elementary conversation topics, but this introduction could be given by the instructor.

The principal aim of the text is to present clearly and concisely the fundamental principles of Italian grammar in such a manner that the student may acquire, with a reasonable amount of effort, facility in speaking, understanding, reading and writing the language. Mr. Russo, with his lucid and concise explanations, has achieved his aim and we would highly recommend the use of *Present Day Italian* in our high schools.

Cioffari, Vincenzo. *Italian Review Grammar and Composition.* D. C. Heath, Boston, 1950, pp. 324. (Available from Copp Clark)

This is a very good review grammar. It offers excellent Italian idioms, good exercises and clear explanations. It deals with the finer points of grammar and stresses polished language. The text contains forty lessons. The Committee feels that it is impossible to cover all the work presented in this text in one year. It is suggested that this text may be used as a review grammar for two years in a five-year sequential programme.

(b) AUTHORS

Manzoni, Alessandro. *I Promessi Sposi.* Edited by Geddes and Wilkins, D. C. Heath, Boston, 1911, pp. 115.

Although this text presents, in a mutilated manner, the first eight chapters of *I Promessi Sposi*, the flavour of Manzoni is displayed. The text presents notes and vocabulary but there are no exercises of any kind. It has been recommended and used for many years in the Upper School Examinations. Teachers have had to prepare their own exercises and questions. The text is difficult in parts, but the Committee feels that the majority of the text in both plot and language surpasses all other texts recommended by the Deparment of Education as an Upper School requirement.

Cioffari, Vincenzo and Van Horne, John. *Letture Varie.* D. C. Heath, 1961, pp. 312.

The authors of this text state that their principal aim is to build vocabulary through graded readings. For such a study the text is suitable. The selections presented here are rather simple. The Committee feels that *Letture Varie* may be used as a reader in Grades 9 and 10 in a five-year sequential programme. The selections are too short (each is about one-half to one page in length) and therefore, would be unsuitable for any higher grade. The exercises are too simple and too unsophisticated. *Letture Varie* is based on the German, French and Spanish series already published by D. C. Heath.

Speroni, Charles and Golino, Carlo L. *Panorama Italiano.* Holt, Rinehart and Winston, New York, 1960.

This text was prescribed for the Upper School Examination in 1963-64. It offers the flavour of Italian life and customs and for this reason it may be used as a starting point for conversational classes. *Panorama Italiano* contains very useful and modern idiomatic expressions. The Committee feels that this text should not be recommended for use in the Upper School Course, but that its rightful place is in the middle levels of a five-year sequential programme.

Vittorini, Domenico. *Attraverso i secoli.* Holt and Co., New York, 1957, pp. 276.

This text may be considered ideal for a rapid survey of the life and works of eminent Italian men. It deals with the period from the eleventh century to the present. The aim of *Attraverso i secoli* is to present profiles of outstanding Italians: men of letters, thinkers, painters, sculptors, musicians, scientists and architects whose names are veritable milestones along the course which the history of western civilization has followed.

This book is recommended as an enrichment text rather than a regular Authors text for Grades 12 and 13. It does offer most useful information on

various aspects of Italian arts, a suitable vocabulary and idiomatic expressions. For students who are historically inclined, this text will be ideal.

Goggio, Emilio. *A New Italian Reader for Beginners.* D. C. Heath, Boston, 1941, pp. 228.

A New Italian Reader for Beginners consists of anecdotes, short stories, essays, excerpts from novels, a few poems, a letter and a one-act play, all from the works of well-known writers. Variety is a prime factor in this book. The stories themselves become progressively more difficult. The Committee feels that the choice of material is not the best, but the text may be adequate in Grade 11 in a five-year sequential programme.

(c) CONVERSATION TEXTS

Kany, Charles E. and Speroni, Charles. *Elementary Italian Conversation.* D. C. Heath, Boston, 1941, pp. 45. Price $1.00. (Available from Copp Clark, Toronto).

Intermediate Italian Conversation. D. C. Heath, Boston, 1942, pp. 61. Price $1.00. (Available from Copp Clark, Toronto).

Advanced Italian Conversation. D. C. Heath, Boston, 1943, pp. 77. Price $1.25. (Available from Copp Clark, Toronto).

We quote here excerpts from the preface of *Elementary Italian Conversation:* "The present series of Italian conversation manuals, adapted by Speroni from Kany's Spanish series, comprises three booklets: the elementary, the intermediate and the advanced. The elementary is designed for the first-year students of either semester, the intermediate for second or third year students, the advanced for third or fourth year students. The purpose of the first booklet is to offer material for simple conversation to students of Italian when they begin the study of the language, preferably after a week or two of the preliminary study in a first grammar. The present indicative mood predominates throughout. Other common tenses of the indicative are occasionally found, but they are explained in the footnotes."

The *Lei* and *Loro* forms meaning *you* have not been used since these forms, at the time the booklets were printed, had been replaced by *tu* and *voi,* by a decree of the Italian government issued in April, 1938.

There are fifteen dialogues introduced in the *Elementary;* twenty-five in the *Intermediate;* and twenty-three in the *Advanced.* We list here the topics of conversation found in each text:

(a) *Elementary:* saluto e commiato; la classe; l'ora; il tempo; la famiglia; la vita quotidiana; nel ristorante; i negozi; i giuochi mezzi di communicazione; il teatro; dal barbiere; il salone di bellezza; il medico; la farmacia.

(b) *Intermediate:* saluto e commiato; la presentazione l'appuntalento; il giorno degli esami; la vita quotadiana; la visita; la pesca; imbarcandosi; viaggiando in

ferrovia; nell'albergo; la lavandaia; chiedendo informazioni; il tranvai; il ristorante; il palazzo delle poste e telegrafi; al caffe; nella banca; dal dottore; l'esposizione di pitture; il teatro; i negozi; il commesso viaggiatore; la bicicletta; l'automobile; l'aviazione.

(c) *Advanced:* saluto e commiato; la presentazione; il tempo; un viaggio in ferrovia; cercando dimora; gli studi; il telefono automatico; nell'orolo geria; nella tintoria; dal sarto; della sarta; la calzoleria; dal barbiere; nel salone di bellezza; le visite; la radio; l'investimento finanziaro l'automobile; il calcio; il pranzo; una serata in casa; dal dentista; dal medico.

No English is offered parallel to the Italian phrases, and this is good. Students will be forced to think in Italian and not in English. Some vocabulary and idiomatic expressions are explained in the footnotes.

Although somewhat outdated in parts and incomplete in expressions, these booklets may be very useful for conversational classes if intelligently used.

Each booklet contains an Italian-English vocabulary. Mostly, the tenses of the indicative have been used and the subjunctive has been largely avoided when possible. All topics are in dialogue form and some acting or reading aloud by various students may be done.

Foweler, Christobel and Della Torre, Teresa. *Andiamo in Italia.* George G. Harrap & Co. Ltd., Toronto, 1960.

The aim of these twenty playlets is to provide adult students with material for intensive practice in spoken language under the guidance of a teacher with fluent Italian. These scenes, which can be acted out by two or more students, contain good modern Italian idiomatic expressions and may be useful in Grade 10. There are no exercises whatsoever but there is a vocabulary.

CONCLUSIONS REGARDING TEXTBOOKS

The Committee feels that none of the texts currently authorized for permissive use in Ontario Secondary Schools is entirely suitable for the presentation of the kind of Italian course which would be in harmony with the changing educational needs in Ontario.

The Committee, then, makes the following suggestions:

1. That Luigi Russo, *Present Day Italian* be approved by the Department of Education for use in the Secondary Schools.
2. That a teacher's manual be prepared listing topics and suggested vocabulary for each grade.
3. That a conversational text be printed to satisfy the pupils' needs. Furthermore, it is suggested that such conversational texts have no English translation for the Italian phrases.

SUPPLEMENTARY READING

In a five-year sequential programme, supplementary reading should begin in Grade 11. The Committee feels that supplementary reading books

should be slightly easier than the regular authors text. However, books of this nature are not readily available in Italian. Supplementary reading books should consist of short novels, short stories and essays, or a play. No Canadian authors have undertaken the task of producing material which would satisfy the needs of our educational system.

The Committee has tried to obtain titles of Italian novels from the suggested list of the Department of Education but these titles are either out of print or out of stock.

AUDIO-VISUAL AIDS

The importance of audio-visual aids in teaching foreign languages has been acknowledged by all progressively minded educators both in Europe and in America. Italian records, documentary films, slides, and special posters, if carefully selected, are most efficient in helping the pupils to acquire a cultural background and an understanding of both Italian life and customs. These aids will complement and substantially enrich the textbooks. They will also illustrate the commentary given by the teacher during the lesson.

It is extremely difficult to impose any rigid schedule for the use of audio-visual aids. Each teacher should be guided by his own intuition and experience, taking into consideration the level of pupils and specific local conditions.

The following audio-visual aids are available for the study of Italian.

Films

The Committee has prepared an extensive list of films pertaining to Italian life and culture. The list is too long to reproduce here but these films are available from the following sources:

Italian State Tourist Office, 3 Place Ville Marie, Montreal, P.Q.
Istituto Italiano di Cultura, 686 Park Avenue, New York, N.Y.
Life Filmstrips, Time and Life Building, Rockefeller Centre, New York, N.Y. 10020.

Posters

Posters may be obtained from Italian Tourist Offices in both Toronto and Montreal. Alitalia Airlines is also a source for excellent posters and Italian Art Calendars.

III: Conclusion and Recommendations

The Committee has examined both the role of Italian in community life and its current status as a secondary school subject. From this examina-

tion, the Committee has developed a strong case for radical revision of existing conditions. At present there is an urgent need for Italian to be given a regular place in the secondary school time-table and equally urgent need for a more specific programme of instruction which is directed toward the development of communicative skills.

In attempting to formulate a broad outline of such a programme, the Committee encountered two additional major problems. First, there is a lack of suitable and readily available textbook material. Considerable time and effort will have to be directed toward the production of such material or toward the adaptation of books produced in Italy. Second, there appears to be a shortage of teachers of Italian. A more formal survey will be required to establish the exact nature of this need and to determine ways in which the numbers of Italian teachers could be increased. Such ways could include the possibility of certifying teachers who have been trained in Italy.

As a result of its discussion, the Modern Language Committee requests that the Board of Governors of the Ontario Curriculum Institute forward the following recommendations to the appropriate bodies:

1. That Italian not be relegated to times outside regular school hours but be given its rightful place opposite other options.
2. That the Department of Education outline a list of study topics, suitable textbooks and suitable reference books for the study of Italian.
3. That Italian be offered only to the Arts and Science Branch.
4. That as long as emergency summer training of teachers at the Ontario College of Education exists, Italian should be among those courses available.

In addition to the foregoing immediate requirements, the Committee wishes to present recommendations of a more long-term nature.

These are:

1. That a committee be established to develop in greater detail a proper programme of study for Italian in secondary school.
2. That the committee established in 1. investigate the supply and training of teachers to implement that programme.
3. That ways be found to produce textbooks suited to the needs of a modern course of Italian instruction.

Russian

In October, 1964, two sub-committees were set up by the Ontario Curriculum Institute to investigate the current status of Russian in Ontario secondary schools and to outline a five-year sequential programme.

A survey was conducted to establish where and under what conditions Russian is being taught in Ontario. In addition, an investigation into the teaching of Russian in United States secondary schools, as well as in Canadian and American universities, was initiated. Various government and business organizations were queried concerning their interest in Russian and their need for people with a knowledge of that language. The Sub-Committees then investigated, in all its ramifications, the problem of the introduction and teaching of Russian in Ontario secondary schools, and outlined a five-year sequential programme in answer to this problem.

MEMBERS OF THE RUSSIAN SUB-COMMITTEES

Immediate Problems

Mr. E. Klar
North Toronto Collegiate Institute, Toronto, *Chairman*

Mrs. T. Chaly
Nepean High School, Ottawa

Mr. D. Lahey
Prince Edward Collegiate Institute, Picton

Five-Year Sequential Programme

Mr. G. Smith
Etobicoke Collegiate Institute, Etobicoke, *Chairman*

Miss E. Wickary
Essex District High School, Essex

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I: Current Status of Russian

The teaching of Russian in the secondary schools of Ontario is in a pitifully undeveloped state. Very little progress has been made in recent years. However, there can be no doubt that this major cultural and scientific language should be widely taught.

A survey of people employed in various fields of science was carried out by the committee to evaluate the need for personnel with a knowledge of Russian. Out of 75 scientists questioned, 66 replied. Almost everyone surveyed suggested that a knowledge of Russian would be of some use in this field. More than 60 per cent. indicated that a great need existed for personnel capable of reading Russian scientific material. Without exception the scientists stated that this language should be taught at the secondary school level.

In the United States, in the post-Sputnik era, there has been a massive expansion of Russian teaching at all educational levels. In that country teachers have been trained under the National Defence Education Act. Russian was taught in over 1,000 schools in 1964-65, in contrast to only 16 in 1956-57.[1] A system of exchanges with the Union of Soviet Socialist Republics is making an important contribution to this programme. In Great Britain there has also been a similar expansion, with Russian being taught in about 300 schools in 1960 as compared to 7 schools in 1945.[2]

English is taught as a major language in the Soviet Union with complete secondary school programmes being given in that language. Thousands of graduates of English programmes in Soviet schools are dedicating their full time to translating articles from English-language journals for the benefit of Russian science and industry.

In Ontario there has been no stimulus to introduce Russian as there has been in the United States under the National Defence Education Act and similar legislation. Courses now in existence have been started on the initiative of individual principals, teachers or board members. Seven years ago Russian was begun in North Toronto Collegiate Institute. At present it is taught in nine schools in the Province although in a few cases it is not part of the regular curriculum. Programmes are either three or four years in length and aim at preparing students for the Grade 13 Examination which has, at least up to the present, been oriented towards grammar and translation.

1 *Why Study Russian?*, published by New York-New Jersey Chapter of the American Association of Teachers of Slavic and East European Languages, 1963.

2 *The Teaching of Russian*, Report of the Committee appointed by the Minister of Education and the Secretary of State for Scotland in September, 1960, Her Majesty's Stationery Office, London, 1960.

The present programme of Russian in the secondary schools of Ontario is hopelessly inadequate. In fact, it would be extremely difficult to say whether any programme (defined as a carefully integrated three- or four-year course) exists at all. The present curriculum is based rigidly on the traditional approach emphasizing the decoding of literary material far too difficult for the student, and an inordinate amount of translation from English to Russian. The learning of the language skills of listening and speaking has been neglected.

The current plight of Russian language teaching in Ontario is reflected in the Grade 13 Examination which in the past has tested memorized forms, knowledge of rules and ability to translate contrived material from English to Russian. At the same time there seems to be some confusion as to whether the skill of reading or writing is being tested, since penalties are exacted for grammatical errors when reading comprehension is ostensibly under examination.

There has been some difficulty in attracting students owing to a fear on their part, or on that of the parents or of school administrators, that Russian is an extremely difficult language, and one which is unrelated to any other language with which the students have been in contact. In 1964 approximately 65 Russian papers were written with an 87 per cent. pass. This constitutes an incredibly small number when it is considered that over 8,000 Latin, over 1,800 German and over 450 Spanish papers were submitted. The strangeness of the Russian alphabet is an unjustifiable deterrent to the prospective students. The alphabet is largely phonetic and can be mastered in the first few weeks of learning. It should also be noted that Russian, like English, is an Indo-European language, with a grammar very similar to that of Latin.

Administrators, principals and students should immediately be made fully aware of the importance of the study of the Russian language and of the possibility of its introduction into the secondary school curriculum. This is the first step in the expansion of the teaching of Russian to the point where it will become available in many more Ontario secondary schools.

II: The Five-Year Sequential Programme

OBJECTIVES OF A RUSSIAN PROGRAMME

Within the somewhat narrow and limited confines of the secondary school classroom situation, the Committee recommends the establishment of a programme that has as its prime objective the teaching of the four language skills – comprehension, speaking, reading and writing. Each of these skills

involves training in entirely distinct procedures of approximately equal difficulty. Therefore, appropriate effort should be devoted to the teaching of each.[1] Ideally, each of these skills would be taught to the degree that the student can use it in a variety of situations. Accordingly, the basic programme should not be limited to the preparation of future specialists in Russian literature and language, but should provide training for the future scientists and historians as well as for informed citizens, who do not intend to go on to university. The course should emphasize comprehension and communication of spoken and written material. Reading material should be in a variety of fields with some attention to popular science and history.

BASIC APPROACH

Russian should be offered as an option on an equal footing with other third languages on the school curriculum in a five-year sequential programme. The approach proposed in this programme differs from the present one in that it concentrates on developing the ability to understand and speak Russian in practical everyday situations from the very beginning. Experience has shown that initial oral teaching accelerates rather than inhibits the acquisition of reading and writing skills. Connected speech patterns will be mastered by imitation and repetition to the point where their use becomes automatic. Language skills developed through grammar-translation oriented programmes will be replaced by those skills necessary for practical communication.

Active student participation will be a basic characteristic of the learning situation. Choral and individual repetition, pattern modification, prepared dialogues and question-and-answer patterns related to pictures, cartoons, models and mimed situations can be made a part of the regular programme. Students will have time to work in small groups developing conversation skills under the supervision of the teacher. Considerable time will be spent on oral composition in areas with which students are familiar. Songs, easy poems, playlets, word games, and an occasional proverb in context can be included in class work. No difficulty whatever exists in using only Russian in the first stages of teaching when initial sound patterns are being developed and an initial vocabulary of words denoting concrete objects is being established. Students should be trained from the very out-

1 "It is well to remind ourselves of the great differences, both physiological and psychological, that distinguish each of these skills from the others. One network of organs functions in hearing, a different set in speaking, a third in reading, and still a fourth in writing. All these work in harmony in normal language behavior, yet one of them may receive training while others remain undeveloped." Nelson Brooks, *Language and Language Learning*, 2nd ed., New York, Harcourt, Brace & World, 1964, page 111.

set to formulate questions in Russian. English should be used only to explain a difficult point or to give the meaning of a word which cannot be made clear using synonyms or by demonstration. Activity should lead students to react directly in Russian to stimuli presented to them either visually or orally in Russian.

The proposed programme involves a changed attitude to the teaching of grammatical material. The memorization of grammatical rules as ends in themselves should be avoided. Russian is a language with a complex system of inflections and a sophisticated and subtle system of verb forms. Consequently, the teacher often mistakenly teaches the language deductively stressing the learning of paradigms and rules. Inductive teaching of grammar will be the basic method of the proposed programme.

Translation from English to Russian, which now plays an important part in classroom teaching, in textbooks and examinations, will be completely eliminated in the early stages of study, and virtually eliminated in the later stages. Because of the limited time presently available, translation has been the most expedient form of confirming and testing material covered in class. It is to be hoped that the inhibiting habit of thinking in English, which is inculcated by the present emphasis on translation, will no longer be developed.

Additional time will make it possible to use teaching aids, such as films, filmstrips and recorded material, to fuller advantage. Tapes and records accompanying the newest textbooks can be used in two ways. First of all, they may be used to help establish correct pronunciation and intonation patterns for short periods during classroom instruction. Later, they can give the students an opportunity to become used to different voices and speech mannerisms. The second use for tapes and records is to permit the student to practise and review on his own time.

In a five-year programme, course content could be broadened to include current colloquial expressions and readings in history, geography, politics and science. With the longer period and a different examination, the frenetic struggle to cover an extensive amount of grammar would be replaced by an atmosphere of enjoyment of active participation in real communication.

COURSE CONTENT

The programme would consist of two distinct parts:

(a) Basic Programme:
  (i) Elementary course (2 years)
  (ii) Intermediate course (2 years)

(b) Advanced Programme (1 year).

(a) *Basic Programme*

(i) ELEMENTARY COURSE

Phonology: More time would be spent on this crucial area than in the current programme. During the first month, most of the teaching time would be directed to mastering Russian sounds in phrases and sentences as well as in isolation. This material would be supplemented by normal conversation to maintain interest. Correct pronunciation, plus an understanding of stress rules, is the basis of later correct spelling and writing. The period of transition from oral to written work is an important one requiring more time than can at present be given to it.

Vocabulary: The elementary course should involve learning of approximately 400 words in two years, made up of the high frequency words used in relation to classroom and home subjects. These should not be taught in isolation, but as part of phrases and sentences. The vocabulary should be sufficiently narrow to permit over-learning. Various structural patterns are to be mastered.

Supplementary Material: A simple conversation book containing illustrations and exercises would be used in the first two years. The simplest of narratives (adapted texts) might be read towards the end of the second year. Teachers should use pictures, charts, cartoons, games, song books and recorded songs to enliven their teaching.

On completion of the two-year elementary course, students should be able to communicate with ease in the school social situation and read and write on the same level.

(ii) INTERMEDIATE COURSE

Vocabulary: Active vocabulary should be increased to approximately 800 words and broadened to include basic terminology of geography, history, travel and popular science. Subsequent to a review of the structural patterns mastered in the first two years of the programme, new patterns should be learned.

Supplementary Material: Intensive reading of limited contemporary literary and cultural material should form an important part of the third and fourth years of the programme. Editions of writers such as Sholokhov, Gorki, Aleksei Tolstoi and short story collections, including the work of Paustovsky, Prishvin, Il'f and Petro and Zoshchenko, provide a good source of suitable literary material. *Readers in Popular Science,* Fairbanks, *Graded Readings in Russian History,* Stilman (Columbia), and area readers now being published, provide an adequate source of non-literary material. Approximately 40 pages of literary and 30 pages of non-literary material is

recommended for the third year, and 60 literary and 40 non-literary for the fourth year.

In addition, students should be expected to read at least 75 pages extensively in third year, and 125 pages in fourth year. Material should be in an area of the student's special interest but selected under the teacher's guidance.

After completing the four-year basic programme, students should be able to communicate adequately in everyday situations, although their vocabulary will be somewhat limited.

(b) *Advanced Programme*

The Russian programme for the final year of high school is presented with the assumption that this subject will be offered only at the Advanced Level in the proposed two-level system for Grade 13. If it be eventually recommended that Russian be offered at the General Level, an appropriate course outline will have to be developed.

Vocabulary: Extension of active vocabulary would be a major aim of the programme (twelve hundred words approximately).

Structural Patterns: Students would acquire greater facility and flexibility with patterns studied in the Basic Programme. They would also become familiar with patterns more characteristic of written than spoken Russian (e.g. participial constructions). Colloquial expressions in common use would be learned.

Reading and Literature: Approximately 50 pages of unadapted contemporary authors (e.g. Ivanik, *Russian Short Stories*), approximately 50 pages of an area reader and approximately 20 pages of scientific material would be read intensively. Up to 200 pages of material in a student's area of interest might be read extensively under the teacher's guidance. In addition to this basic reading there should be an introduction to, and an historical sampling of, Russian literature.

Translation: Students would be given preliminary training in translating scientific material from Russian to English (five hours of instruction phased through the year). Some practice in translating for visitors who do not speak English might also be given.

Russian Language: There should be some attention paid to linguistics as they apply to the Slavic languages.

Writing: There should be a concerted effort to develop facility in writing which might include some elements of style.

* * * * *

If provision cannot be made for a five-year course in the immediate future, then the shorter course should follow the general plan which has been outlined here. Given less than five years, however, such an abridged course would necessitate much more limited aims and objectives.

III: Textbooks

It is generally agreed that the grammar texts presently in use are inadequate for a variety of reasons including general unsuitability for the audio-lingual approach, incompleteness and inaccuracy. The Committee felt that the *Audio-Lingual Materials* (Levels 1-4) (Harcourt, Brace & World), prepared under the sponsorship of the United States Office of Education, Department of Health, Education and Welfare, and in extensive use in American secondary schools, could be adopted immediately as a basis for the first four years of the Ontario programme. The Committee has examined the first two levels, including tapes and records, as well as the proofs of the last two levels, and is favourably impressed. Two members have tested the material in classes and a third has visited American schools in the Washington area where these materials are being used. This investigation has indicated that these texts are of excellent quality, and, at the moment, the best available. The principles advocated in this *A-LM* Russian four-level method are in accord with those already outlined above in the Basic Programme for Ontario Secondary Schools. Supplementary material, such as conversation manuals and readers for the first four years of the programme, are now in plentiful supply.

The *A-LM* sequence is as follows:

Thompson, M. P., Prochoroff, M., and consultants, *A-LM Russian, Level One,* Harcourt, Brace and World (Longmans Canada Ltd., Toronto), 1961, pp. 204. $3.00.

A-LM Russian, Level Two, Harcourt, Brace and World, 1961, pp. 386. $3.40.

A-LM Russian, Level Three, Harcourt, Brace and World, 1961, pp. 433. $4.55.

A-LM Russian, Level Four, Harcourt, Brace and World (to be available Autumn 1965).

A similar approach is found in:

Menac, A., and Volos, Z., *Russian by the Audio-Visual Method,* First and Second Levels, Philadelphia: Chilton Books, 1962. Available from Didier, M., Montreal.

In the event that a programmed sequence cannot be adopted immediately, the following texts would be of value:

> Domar, R. A., *Basic Russian, A Textbook for Beginners,* McGraw-Hill Book Co., 1961, pp. 516. $8.70. The most complete of the traditionally oriented texts. Some of the vocabulary is rather mature for beginners. It would need supplementary drills and oral material.
>
> Henry, P., *Modern Russian Prose Composition: Manual,* University of London Press Ltd. (Clarke, Irwin and Co. Ltd.), 1963, pp. 176. $3.15. *The Manual* is a practical reference book to be used in conjunction with the *Modern Russian Prose Composition Book 1* ($2.25) and *Book 2* ($3.15) for writing Russian composition and translating passages into Russian.

IV: Examinations

Since we are recommending the adoption of the audio-lingual method, an increasingly larger proportion of testing time will have to be devoted to the listening and speaking skills. To assure that no skill will be neglected, it is suggested that examination marks be assigned in accordance with the emphasis placed on a given skill at a given point in the programme. Thus, in the first year, up to 80 per cent. of all items should test listening and speaking. Later, more attention should be given to the other skills. At the advanced level, the examination would include questions on specialized topics such as literature and linguistics.

V: Teacher Training

ONTARIO COLLEGE OF EDUCATION

The present programme for training Russian teachers at the Ontario College of Education is completely inadequate as it is not oriented to the aural-oral approach and does not prepare teachers to conduct their classes in Russian. The aims of this programme should be to teach student-teachers how Russian vocabulary, grammar and literature should be taught using audio-lingual methods, and to increase their oral fluency in the classroom situation. Their programme of studies should include a review of Russian phonetics, classroom techniques, an evaluation of textbooks and readers, and a survey of dictionaries, reference books and sources of information on teaching methods. Training should also be given in the pre-

paration and marking of oral and written examinations and tests, the use of audio-visual aids, and a comparative survey of English and Russian structure.

VI: Recommendations

The Modern Language Committee requests that the Board of Governors of the Ontario Curriculum Institute forward the following recommendations to the appropriate bodies:

1. That the Department of Education give wider publicity to the fact that Russian is authorized as a subject of instruction in secondary schools. A pamphlet such as *Why Study Russian?* (published by New York-New Jersey Regional Chapter of AATSEEL, 1963) might be distributed.
2. That schools offering Russian should begin transition to a programmed sequence such as the *A-LM* method.
3. That a revised programme for training Russian teachers be offered as soon as possible at the Ontario College of Education.
4. That governments, both Federal and Provincial, establish a system of bursaries for the purpose of providing foreign language students and teachers with the opportunity of immersing themselves in the milieu of of the target language.

Spanish

The Spanish Sub-Committee which consisted of eight members actively engaged in the teaching of the language in Ontario secondary schools, both public and private, met six times during the school year 1964-65. It examined the immediate problems, especially the problem of having Spanish introduced into the secondary schools, and the nature of the Grade 13 Examinations. The latest teaching aids and methods, the material for which was obtained at the Modern Language Convention in New York in December, 1964, were evaluated. The committee members, drawing on their composite experience in the classroom and aware of the new philosophy of language teaching, presented an outline of a five-year sequential programme. Finally, the recommendations necessary to implement the changes were stated.

MEMBERS OF THE SPANISH SUB-COMMITTEE

Chairman

Mr. Alvin Boyd
Eastwood Collegiate Institute, Kitchener

Members

Miss Margaret Fallona
G. A. Wheable Secondary School, London

Mrs. Solange Fielden-Briggs
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Mrs. Dorothy M. Grosart
West Hill Collegiate Institute, Scarborough

Miss Anne Hodge
North Park Collegiate Vocational Institute, Brantford

Brother Richard
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Miss Marjorie South
Lawrence Park Collegiate Institute, Toronto
Secretary to the Committee

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A. IMMEDIATE PROBLEMS

I: The Present State of Spanish in Ontario

The most urgent problem is to have Spanish introduced into the curriculum of more Ontario high schools. At the present, no more than five per cent. of these schools offer Spanish.

While the total number of candidates writing Grade 13 Spanish has increased from 292 in 1960, to 468 in 1964, this is an exceedingly small proportion of all candidates. For example, in 1963, there were 383 candidates in Spanish, compared with 1,676 in German and 16,214 in French. And now in 1965 we are informed of several Ontario schools which are on the point of dropping Spanish from their curriculum. This is a dismaying state of affairs. Some principals say that Spanish should be left for university study, but this disregards the educational needs of students who do not go to university. We are told that teachers of Spanish are not available, but that cannot be the case since the Departments of Spanish of the Ontario universities report an ever-increasing enrolment in their courses every year, and probably still more university students would specialize in Spanish if they could be sure of having an opportunity to teach it in Ontario high schools. In 1965, twelve teachers of Spanish will graduate from the Ontario College of Education, four in Type A, and eight in Type B, which means that Spanish could be introduced into twelve more secondary schools immediately. Fifty-five teachers of Spanish have graduated from the Ontario College of Education in the past five years.

We are informed that there is little public demand for the teaching of Spanish to Ontario pupils. Experience has shown that, when Spanish is offered, there is a most enthusiastic response from students. The need for a wider study of Spanish was pointed out by J. Bascom St. John in the *Globe and Mail* in 1963:

> As a cultural and trading bloc, the future importance of Latin America could not be overestimated. If it is to be saved from communism, close ties with the western world will have to be maintained, and the nearest neighbours are the English-speaking United States and the English and French-speaking Canada.
>
> Yet our school systems are doing little or nothing to encourage the learning of Spanish.

As an example of the value of knowing Spanish, attention should be drawn to the Mexican-Canadian project called "Experiment in International Living", administered by the young adult council of the United Nations Association, Toronto Branch (341 Bloor Street West), which recent-

ly arranged for a group of 22 Mexican students, teachers and other interested persons to visit Ontario in December, 1964, following a similar visit of young Canadians to Mexico, in the previous summer.

The Spanish Sub-Committee asked the Department of Italian and Hispanic Studies of the University of Toronto to submit a report. This Department's views on the curriculum in general and the Grade 13 Examination can be summarized as follows:

THE CURRICULUM IN GENERAL

The Department's report stated that "the present curriculum was in urgent need of reform since the high schools, with few exceptions, did not produce students with any well-developed language skills". The report regarded a five-year programme as essential if students were to graduate able to understand, to speak, to read and to write the language. Furthermore, it contended that the curriculum should be framed in the sequence stated in the above sentence. To obtain this language facility it advocated a curriculum with carefully delimited aims, the use of modern language teaching methods and laboratory techniques, an aural-oral emphasis and the adoption of available programmed courses. It urged financial support by the Department of Education in promoting courses in audio-lingual methods in teacher-training. It advocated emphasis in the later years on accurate translation and claimed that the current comprehension methods encouraged vagueness in textual understanding. It recommended the abandonment of "prepared translation" from the language in examinations, in favour of longer sight translation. For translation into the foreign language, it suggested the use of connected passages based on general vocabulary. Finally, it expressed doubt that high school students could benefit from attempts at literary criticism or analysis.

THE GRADE 13 EXAMINATION

The report recommended a complete revision of the present Grade 13 Examination over a four-year transition period in order to obtain an assessment based fifty-fifty on written and aural-oral work. At the end of this time it is suggested that the written test should contain a connected prose passage to be translated from English, accurate sight translation from the foreign language, exercises requiring words to be filled in and/or explained in sentences, questions on the prescribed texts requiring essay-type answers in Spanish and free composition. It disapproved of word-building and word-grouping exercises, written multiple-choice questions and questions of a literary nature. For the sake of

province-wide uniformity it insisted on both written and aural-oral skills being tested on the Grade 13 Examination, and, for Spanish, reaffirmed that the tapes and students' responses must be permitted in either the Castillian or South American pronunciation.

This report was submitted to the appropriate departments at Western, Waterloo, McMaster and Queen's Universities. From these came statements of general agreement with, and endorsement of, the proposals of the University of Toronto's Department of Italian and Hispanic Studies.

COMMENT ON THE UNIVERSITY REPORT

The Committee endorsed the University of Toronto Spanish Department's contention that the primary purpose of a third language course in the secondary schools was to promote conceptual, spoken, reading and writing facility in the language. In the realization of this four-fold goal, it agreed basically with the content and methods outlined in the report. The Committee further agreed that the ultimate Grade 13 Examination should be apportioned on a fifty-fifty basis to aural-oral and written testing.

However, the Committee felt that the report's condemnation of the secondary schools for failing "to produce students with *any* well-developed language skills" was unnecessarily harsh. Furthermore, with the delimited aims in this curriculum, necessary to give equal weight to aural-oral and written work, it would not be possible to have a written section nearly as extensive as that outlined in the university report. There is also value, for vocabulary expansion, in word-building and word-grouping exercises.

It is worthy of note that the university report contained a number of misunderstandings concerning the present situation in high schools and some internal inconsistencies. For example, the report recommended the elimination of prepared translation from the Grade 13 Examination when, in fact, this has not been part of the examination since 1942! The report emphasizes translation from the target language into English although this is an extremely difficult and specialized language skill and its acquisition would not be in keeping with a high school programme having limited linguistic aims.

The inconsistencies and misinformation contained in the university report emphasize the need for more thought and better communication between the secondary schools and universities in planning language programmes.

II: The Reasons For Encouraging a Wider Study of Spanish in Secondary Schools

We live in close proximity to 200,000,000 Latin Americans. Economically and culturally we may expect development to extend from north to south rather than from east to west. A command of Spanish will be a great asset to all affected by this development. English is being well taught in Spanish-speaking countries; our students should be equally well equipped with a knowledge of Spanish for their own cultural and economic welfare.

The Spanish language has a rich literature. There is no lack of suitable material. It is worthy of note that in the United States, Spanish is the most widely studied foreign language. Because of this, good texts, tapes and teaching aids are readily available.

The study of Spanish can lead to the study of Italian and Portuguese. In terms of human relationships, the more languages one can learn, the more easily one can remove the barriers of prejudice and misunderstanding.

International travel is within the reach of all nowadays and such travel is more meaningful when the traveller can converse with the inhabitants of the country and enjoy its theatre and its arts.

To express our belief in our own democratic way of life, we must be able to communicate. It is important, especially for our youth, that in these times of conflicting ideologies our mutual ideals should be expressed and understood by personal contact. The ability to communicate and to understand the thought processes of Spanish-speaking people is surely a step toward the realization of the universal desire for peace.

The study of a language should be begun as early as possible. The ability to acquire a new language is greater when one is young, therefore the introduction to a third language should not be postponed until the student reaches university.

III: Difficulties With the Present Three-Year Programme in Spanish

The objective of the study of Spanish in the secondary schools is to enable students to understand, to speak, to read and to write Spanish. It is obvious to teachers of the subject that the present course cannot achieve this in three years. The most that teachers can hope to do is to give their students some small ability to speak and a slightly greater ability to read, understand and write the language. For further comments on the present programme in Spanish see the Five-Year Sequential Programme, Section B.

IV: Grade 13

For some time the teachers of Spanish have been discouraged by the type of examination to which their students have been subjected and both teachers and students have been greatly disappointed with the results obtained on the Departmental examinations.

As will be demonstrated by the comparative survey made by the Sub-Committee, the average marks in Spanish are from 6.3 per cent. to 8 per cent. lower than those obtained in French by the same candidates.

It follows, therefore, that through continued use of the examination now in effect:

1. Many good language students hesitate to start Spanish and others drop it after Grade 12 in favour of other languages in which they can obtain better results in Departmental examinations.
2. Excellent students lose their chances of obtaining an Ontario Scholarship or a university scholarship because of their Spanish marks. Many teachers can give specific evidence of this fact.
3. Teachers, especially those who teach both French and Spanish to the same students, are disheartened because the results in Spanish are not commensurate with the time and effort which they expend in the preparation of their candidates.

The following suggestions are in order regarding the Departmental Examinations:

1. It should be kept in mind that the majority of the Spanish candidates have been studying the language for only three years; therefore, the Spanish examination should be appropriate to a course of that length.
2. Testing by demanding translations of long, involved sentences completely removed in style, structure and tone from those to which the students have been accustomed is unjust.
3. On the Authors paper, students have often been baffled as to how many details were expected in an answer. The sight passages have often been too difficult, considering once again, that the candidates have had relatively little time for Authors and outside reading in the three-year course.
4. In the past, candidates have sometimes been asked to deduce the meaning of an absolutely unfamiliar Spanish idiomatic phrase, presumably from its context, and then to supply an equivalent Spanish version. This has proved to be an impossible requirement.

SURVEY ON GRADE 13 SPANISH RESULTS

Purpose of the survey: To prove that results in Grade 13 Spanish are out of line with those in other foreign languages. About 23 schools partici-

pated, representing the following communities: Metropolitan Toronto, Sudbury, Welland, London, St. Catharines, Kitchener-Waterloo, Port Hope, Exeter, Brantford.

The students involved were only those taking both French and Spanish in Grade 13 and therefore it would be logical to assume that their language ability would be comparable in the two fields. Results were tabulated for 576 such students who wrote both papers in Grade 13 between 1960 and 1964. The breakdown is as follows:

1960	97 candidates	(out of approximately 280 writing Spanish that year)
1961	112 candidates	(out of approximately 335 writing Spanish that year)
1962	103 candidates	(out of approximately 340 writing Spanish that year)
1963	120 candidates	(out of approximately 380 writing Spanish that year)
1964	144 candidates	(out of approximately 470 writing Spanish that year)
Total	576 candidates	

(1) *Chart A* gives the number of firsts, seconds, thirds, credits and failures candidates received in the four papers. The median mark for each year and for the five years taken as one group is given for each paper. The percentage of firsts and failures for each paper, on a five-year average, is also to be found. In addition, the number of marks over 90 is indicated below each group.

GRADE 13 SPANISH SURVEY

CHART A

	Year	Firsts	Seconds	Thirds	Credits	Fail	Total	Median
French Authors	1960	31	39	13	14	0	97	71
	1961	41	29	15	21	5	112	69
	1962	29	19	23	27	5	103	64
	1963	51	32	10	25	2	120	70
	1964	81	24	20	12	7	144	76
	TOTAL	234	143	81	99	19	576	71
		(40.5%)				(3.3%)		

Marks in the 90's: 12

Spanish Authors	1960	5	19	13	39	21	97	71
	1961	21	23	22	36	10	112	62
	1962	18	27	13	32	13	103	62
	1963	31	17	17	45	10	120	62
	1964	43	48	26	18	9	144	69
	TOTAL	118	134	91	170	63	576	63
		(20.5%)			(10.9%)			

Marks in the 90's: 1

	Year	Firsts	Seconds	Thirds	Credits	Fail	Total	Median
French Composition	1960	13	34	11	36	3	97	64
	1961	39	26	23	21	3	112	68.5
	1962	39	18	22	21	3	103	67
	1963	49	31	18	21	1	120	72
	1964	87	28	14	8	7	144	77
	TOTAL	227	137	88	107	17	576	70
		(39.4%)			(2.9%)			

Marks in the 90's: 18

Spanish Composition	1960	15	27	19	29	7	97	64
	1961	23	28	23	34	4	112	63
	1962	27	24	18	22	12	103	65
	1963	23	17	19	49	12	120	59
	1964	27	42	37	23	15	144	65
	TOTAL	115	118	116	157	50	576	62
		(19.9%)			(8.6%)			

Marks in the 90's: 7

(2) *Chart B* shows the number of papers in each year in which students writing the Spanish papers received more marks, equal marks or fewer marks than those writing French. The total number of plus and minus marks are given and an average difference is indicated. The percentage of those receiving a lower mark in Spanish than in French is also shown.

CHART B

Authors

(a)

Year	Number of students receiving more marks in Spanish than in French	equal marks	fewer marks	Total
1960	3	1	93	97
1961	27	5	80	112
1962	38	6	59	103
1963	26	6	88	120
1964	33	7	104	144
TOTAL	127	25	424	576
			(73.6%)	

(b)

Year	total plus marks	total minus marks	difference
1960	4	1,376	1,372
1961	161	859	698
1962	246	637	391
1963	164	1,065	901
1964	185	937	752
TOTAL	760	4,874	4,114

Difference divided by 576 (number of students): 7.1 marks

Composition

(a)

Year	Number of students receiving more marks in Spanish than in French	equal marks	fewer marks	Total
1960	42	4	51	97
1961	26	6	80	112
1962	36	2	65	103
1963	16	6	98	120
1964	6	3	135	144
TOTAL	126	21	429	576
			(74.4%)	

(b)

Year	total plus marks	total minus marks	difference
1960	209	299	90
1961	96	666	570
1962	204	522	318
1963	49	1,256	1,207
1964	30	1,476	1,446
TOTAL	588	4,219	3,631

Difference divided by 576 (number of students): 6.3 marks

CONCLUSIONS

1. The median mark in both Spanish Authors and Spanish Composition is 8 per cent. *lower* than in the two papers in French.
2. The average mark in Spanish Authors is 7.1 per cent. less than in French Authors. The average in Spanish Composition is 6.3 per cent. less than in French Composition.

V: Aural-Oral Testing

In our modern world methods of communication have been changing rapidly. The letter, once the chief means of communication between distant points, has been increasingly replaced by the telephone. The newspaper, once the chief source of news, is now challenged by the radio and TV.

To keep pace with these changes, it has been necessary to re-examine the methods and objectives of modern language teaching. No longer does the written word hold first place. To speak and understand is the prime demand of our new generation. With this in view, new courses have been developed on an aural-oral approach. Language teachers now generally agree that the priority of objectives should follow the sequence of understanding, speaking, reading, writing.

To ensure that such a priority of aims will be followed, adequate recognition must be given in the form of marks for ability in oral work. In Grade 9 credit for aural-oral work should run as high as 60–70 per cent. of the total marks. A gradual decrease of this percentage in later years, as the other objectives receive greater stress, would be advisable. In the final year, however, 50 per cent. for aural-oral proficiency would be recommended.

In Grade 13 an aural-oral test equal in value to the written test should bring about these results:

1. Proper emphasis would be placed on aural-oral work during the entire high school course.
2. Such testing would help to reduce cramming by means of which a student may now pass Grade 13 Spanish without a real knowledge of the language.

The test should be designed to evaluate the student's ability to comprehend Spanish spoken at normal speed by a native speaker, to reply to a simple question based on everyday experience, to read a short selection, to make a brief speech and to write a dictated passage. The pamphlet, *Audio-Lingual Testing Guide,* provided by Magnetic Products Division of The Minnesota Mining and Manufacturing Company, of which one branch is located in London, Ontario, offers suggestions in this field.

B. THE FIVE-YEAR SEQUENTIAL PROGRAMME

I: Aims and Emphases

The Committee feels that French should be the second language offered to English-speaking students in Ontario. Furthermore, we must assume that French will be taught in all elementary schools in the Province almost immediately. The Spanish programme, therefore, will be designed to begin in Grade 9.

Our prime objectives in the study of Spanish are that the students shall acquire the ability (1) to understand, (2) to speak, (3) to read, and (4) to write Spanish.

1. The students should be able to understand the language spoken by natives. Films, recordings and radio programmes should give them pleasure. Records, tapes, films, language laboratories and, most important, skilled teachers all make their contribution to this phase of the work.
2. The students should have good pronunciation and a fair degree of fluency. Carefully planned oral work, constant repetition and the mastery of speech patterns will give a sense of progress and a desire to gain control of the living language. Memory work should be required and gems of Spanish poetry, prose and song should be studied, memorized and frequently repeated.
3. Students should be able to enjoy reading class texts, newspapers, magazines and books of ordinary difficulty. To be able to read Spanish with ease provides enjoyment and enables the student to appreciate the struggles, achievements and ambitions of the Spanish-speaking people.
4. That the students should write with grammatical accuracy, is the last primary objective of the course.

In order to carry out these aims and objectives, a five-year programme will be necessary.

II: Content

In accordance with the recommendation that a five-year course in Spanish be implemented, the work might progress as follows on a daily period basis. Examinations should reflect the relative emphasis given to aural-oral and written work.

FIRST YEAR

An introductory period of entirely oral work should last for at least one month. This work should encompass a study of the sounds, the foundation

of a good pronunciation, the establishment of good learning habits, and the understanding that Spanish is to be the medium of communication in the classroom.

During the entire year, great emphasis will be placed on the acquisition of speech patterns and the fostering of the facility of self-expression in Spanish. Songs and simple conversations will be memorized and often repeated.

Reading and writing will be introduced at this stage to add variety to the oral programme. The texts suggested in Section III will provide lively, interesting material as a basis for extending the communication skills in Spanish.

SECOND YEAR

The students will now have acquired a stock of speech patterns and idioms to enable them to express themselves naturally and grammatically in Spanish, within the limit of the work learned.

The stress continues to be on the aural-oral approach and the questions and answers become more advanced.

Short oral descriptions, skits and the memorization of poetry should be introduced at this point.

The basic verb tenses should be learned and used in context in speech patterns.

Reading should include supplementary work suited to the grade level, and the use of Spanish newspapers and magazines. Through this reading, the students will now be acquiring some interest in, and familiarity with, the life of Spanish-speaking people.

Dictation, the composition of sentences based upon work studied and answers to questions will constitute most of the written work.

THIRD YEAR

The students will now be accustomed to the use of Spanish and they are in a position to extend their acquisition of language skills.

The reading of extra material is to be encouraged and a sampling of Spanish Literature and Civilization may be begun. The programmed texts recommended for this sequence present facets of the Spanish way of life in both Spain and South America.

Written translation of familiar, spoken expressions from English to Spanish may begin here and the work in Composition and the answering of written questions and self-expression should be continued.

FOURTH YEAR

After three years in which progress has been made in understanding, speaking and reading the language, skill in writing is the next development. Up to this time, students have been writing only what they have learned to say but they now will be expected to go beyond this. In this year, the grammatical reasons for speaking, as they have during the preceding three years, will be developed. In addition they will begin to read examples of good literature. These, in turn, will serve as topics for discussion in order to heighten their level of oral understanding and expression. This, of necessity, demands the acquisition and retention of an expanding vocabulary.

FIFTH YEAR

The work continues along the above lines and the students prepare for the Departmental Examination which will include an aural-oral test.

During year five, two or three Authors books should be included in the course and these should represent different literary genres. This would provide a natural progression towards comprehension of Spanish in any literary medium. Grammar points will now deal with intricacies of the language and the mastery of these should lead to more accurate written expression. The students will now be ready to write free compositions in which they will endeavour to think in Spanish. By the end of year five the students should find satisfaction in the conviction that they have learned something of a living language and that the final grading will be based upon ability to understand, to communicate, to read and to write in Spanish.

III: Texts

The Committee found it impossible to make a thorough study of all the texts listed below. However, because some of the members of the Committee have had practical experience with the Holt, Rinehart and Winston series:

1. *Entender Y Hablar* — First Year — An audio-lingual approach.
2. *Hablar Y Leer* — Second and Third Years — An oral and reading-for-comprehension approach with the introduction of formal grammar and exposure through reading to phases of Spanish life.
3. *Leer, Hablar Y Escribir* — Fourth Year — An oral, reading-for-discussion and written approach.

it is suggested that these texts, or a similar series based on the sequence of understanding, speaking, reading and writing, should be used.

In the personal opinion of a teacher who has used the above series for four years, an important feature is the enthusiasm these texts generate in students. The wealth of material provides drill for slow pupils and ample supplementary work for quick learners. In addition, the teacher's manuals contain sufficient matter for a daily lesson plan, but do not restrict the instructor to a particular method.

The tapes especially merit comment. These form the core of the first-year course and are valuable in the work of the second year. The various voices are clear and possess beautiful intonation and rhythm. Every tape and exercise offers a planned presentation of idiom and vocabulary. They are substitutes for native speakers and understandably they are tireless (a characteristic not yet found in teachers).

Although the Committee has not had direct experiences with the following they merit consideration for use in the sequential course:

1. Mueller, Vargas, Franco, Woodward: *Spanish for Secondary Schools* (a four-level sequence, texts, records, wall charts, students' practice records) D. C. Heath and Company (1962).
2. *Alm Spanish* (a four-level sequence — texts, laboratory records, tapes, tests, students' practice records) Longmans Canada Limited (1961-64).
3. Brenes, Adey, Smith, McKinney: *Learning Spanish the Modern Way* (three-level sequence — texts, correlated filmstrips, motion pictures, 50 tape recordings) McGraw-Hill, Canada (1961-63).
4. *El Espanol Por El Mundo* (filmed lessons — filmstrips, tapes, students' texts, teacher's manual) Encyclopædia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois, 60091.
5. *A Structural Course in Spanish* (teacher's manual, wall charts) Macmillan Company.

IV: Grade 13 Testing

When the recommended programme is put into effect, the type of the Grade 13 Examination will have to be as follows:

1. 50 per cent. aural-oral testing.
2. Essay type responses on the Authors texts emphasizing the student's ability to organize his material and express himself freely.
3. A limited amount of translation from English into Spanish.
4. Free composition to test the student's control of the language.
5. An objective test covering points of grammar, vocabulary and general comprehension.
6. More sight passages followed by questions in Spanish to be answered in Spanish.

C. RECOMMENDATIONS TO THE DEPARTMENT OF EDUCATION

The Modern Language Committee requests that the Board of Governors of the Ontario Curriculum Institute forward the following recommendations to the Ontario Department of Education:

(a) That every effort be made to expedite the offering of Spanish in more secondary schools.
(b) That the proposed programme be offered throughout the five years of secondary school as a true option operative in the five-year programme of the Arts and Science Branch.
(c) That teacher training along modern audio-lingual lines be offered.
(d) That scholarships be provided for teachers to study in Spanish-American countries or in Spain and that exchange visits be encouraged.
(e) That the Grade 13 Examination be appropriate to the length and methods of the course.

Recommendations

The Modern Language Committee requests that the Board of Governors of the Ontario Curriculum Institute forward the following recommendations to the appropriate bodies:

(A) The Ontario Curriculum Institute

1. **That the lists of instructional materials prepared by the sub-committees be released to the third language teachers of Ontario, through the medium of the *Modern Language Review,* the Ontario College of Education and the Department of Education.**
2. **That the Ontario Curriculum Institute request the Department of External Affairs to take immediate steps to extend teacher training exchange programmes with countries whose languages are taught in the secondary schools of the Province.**

(B) The Ontario Department of Education

1. **That in view of the urgent need, a committee be set up by the Department of Education to examine current reading materials and to issue lists to teachers, grading and describing the contents of the books.**
2. **That prospective teachers of a third language be urged and enabled to spend a year in the milieu of the spoken language before beginning to teach.**
3. **That it recognize the need for native-speaking oral instructors by establishing a certificate for these *assistants*.**
4. **That provision be made at the Ontario Colleges of Education for the re-training of presently qualified teachers in the Audio-Lingual methods of teaching languages. This could be done by means of Summer Refresher Courses.**
5. **That if the university entrance requirements change, and if a five-year third language programme is instituted, then in the Five-Year**

Programmes the number of obligatory subjects in the Ontario Secondary Schools be decreased and the number of optional subjects be increased beginning in Grade 9.

(C) School Boards

That, with the aural-oral emphasis on the third language programmes, the need for revision of class numbers be recognized, and that administrative arrangements be made to accommodate these smaller numbers.

(D) The Ontario Institute for Studies in Education

That the new Ontario Institute for Studies in Education include a Modern Language Centre.